Target Term 2 Agahi school

Math

Class 4

Week :- 1

Day :- 1

Topic :- Changing improper fractions into compound fractions.

Explanation from P#27

C.W :- First five questions from Exercise 1 p #28.

H.W :- Remaining five questions from Exercise 1 p #28. (in copies)

Week :- 1

Day :- 2

Topic :- Reducing and changing into compound fraction.

Explanation from p # 28

C.W :- First three questions from Exercise 2 p # 28

H.W :- Not.

Week:-1

Day:- 3

Topic:- Reducing and changing into compound fraction.

Explanation from p #28

C.W:- Remaining 4 questions from Exercise 2 p#28.

H.W:- Remaining 3 questions from Exercise 2 p#28.

Week 1

Day 4

Topic:- Reducing and changing into compound fraction.

Do the practise of P# 28.

H.W:- Assessment of p #28.

Week-1

Day. 5

Assessment.

Week:-2
Day:-3
Topic:- Reading decimal fraction
Explaination from p#31
C.W:- Exercise 1 from p#31 (in copies)
H.W:- Not

Week:-2
Day:- 4
Topic:- Reading decimal fraction.
C.W:- First 7 questions from p#32
H.W:- Remaining questions from p#32

Week:- 2
Day:- 5
Topic:- Reading decimal fraction.
Explanation from p#33
C.W:- First 5 parts of questions 1 from p#33
H.W:- Remaining 5 parts of questions 1 from p#33

Week 2
Day. 6
Topic :- Reading decimal fraction.
C.W :- Question 2 from P# 33

Week :- 3
Day :- 1
Topic :- Reading decimal fraction.

Do practise of P# 31, 32, 33.
H.W :- Assessment of P# 31, 32, 33.

Week :- 3
Day :- 2

Assessment.

Week:-3
Day:-3
Topic:- Decimal fraction.
Explanation from p# 35

C.W:- First 5 questions from Exercise 1 p#35

H.W:- Not.

Week:3
Day:4
Topic:- Decimal fraction.
Explanation from p#35
C.W:- Next 5 question from Exercise 1 p# 35
H.W:- Remaining 5 questions from Exercise 1 p#35

Week:-3
Day:-5
Topic:- Decimal fraction.

Do practise of p# 34, 35.

H.W:- Assessment of p# 34, 35

Week:3
Day:-6

Week:- 4

Day :- 1

Topic:- Changing decimals into common fraction.

Explanation from p #36.

C.W:- First 6 of Questions 1 from Exercise 1 P#37

H.W:- Remaining parts of Q#1 from Exercise 1.

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Week:4
Day:-2
Topic:- Changing decimal into compound fractions.
Explanation from p# 36
C.W:- Question # 2 from Ex 1 p#37

Week:-4
Day:-3
Topic:- Writing decimal fraction in expanded form.
Explanation from p#37
C.W:- First 6 questions from Ex 2 p#37
H.W:- Next 6 " " " " "

Week:-4
Day:4
Do practise of P# 37
H.W:- Assessment. (P#37)

Week:-4
Day:- 5
Assessment.

Week:-4
Day:-6
Topic:- Multiplication.
Revise the concept of multiplication.

C.W:- First 8 questions from P #38.

H.W:- Next 7 Questions from P #38.

Week:-5
Day:-1
Topic:- Multiplying by 10, 100, 1000.
Write some questions on board, and solve with students. (from P #39)
C.W:- Ask students to solve the following questions (in copies)

Week:-5
Day:-2
Topic:- Multiplying by 10, 100, 1000s.
Explanation from P# 0013
C.W:- First 2 Questions from Exercise 1, 2, and 3 P#40.

H.W:- Remaining Questions from Exercise 3 P# 40

Week :- 5
Day :- 3
Topic :- Multiplying by two digit numbers.
Explanation from P # 41.
C.W :- First 5 questions from Exercise 1 P #41.

Week :- 5
Day :- 4
Topic :- Multiplying by two digit numbers.
Write some Question from P #41 on board and solve these Questions with the help of students.
C.W :- First five questions of Ex 2 P #41
H.W :- Assessment of P # 38, 39, 40 and 41

Week :- 5
Day :- 5
Assessment.

Week :- 5
Day :- 6
Topic :- Multiplying.
Explanation from P # 42.
C.W :- First 4 questions from P #42

Week:- 6
Day:- 1
Topic:- Multiplying
Solve some questions on board with the help of students.
C.W:- Next 4 Questions from P#43.
H.W:- Remaining questions from P#43.

Week:- 6
Day:- 2
Topic:- Multiplying three numbers.
Explanation from P# 44.
C.W:- First 3,3 questions from Ex 1,2 P#44
H.W:- Not.

Week:- 6
Day: 3
Topic:- Adding and multiplying.
Write some Questions from Ex #1 P# 45 and solve these with the help of students.
C.W:- Ex 1 Q#1 from P#45
H.W:- Ex 1 Q#2 from P#45.

Week :- 6
Day :- 4
Topic :- Adding and multiplying.
Write the questions on board from Ex 2 P#45
and call some students to solve these.

C.W :- Exercise 2 . P#45 (in copies)

Week 6
Day :-5
Topic :- Subtracting and multiplying.
Explanation from P#46.
C.W :- First questions from Ex 1 P#46.
H.W :- Assessment of P# 42, 43, 44, 45.

Week :- 6
Day :- 6

Assessment.

Week :- 7
Day :- 1
Topic :- Subtracting and multiplying.
Explanation from P #47.
C.W :- Question 1 from Ex 1 P#47
H.W :- Question 2 from Ex 1 P#47

Week:- 7
Day:- 2
Topic:- Multiplication chart for tables from 11 to 19.
Follow the procedure for making chart from
p#48. (Group work)

C.W:- Excercise 1 p#48.

Week:-7
Day:-3
Topie:- Division.
Explanation from p# 48, 49.
C.W:- First 5 parts of question 2 from Ex 1 P#49.
H.W:- Last 5 parts of question 2 from Exercise 1. P#49

Week:- 7
Day:- 4
Topic:- Divisors with 2 digits.
Explanation from p#0014
C.W:- First 5 questions from Exercise 2 P#49.
H.W:- Remaining questions from Exercise 2 P#49.

Week :-7
Day :-5
Topic :- Divisors with 2 digits.
Follow the same procedure as used in previous day.
C.W:- First 5 questions from Exercise 1 P#50.

Week:-7
Day :-6
Topic :- Dividends with 4 digits.
Explanation from p#0015.
C.W:- First 5 questions from Exercise 1 P#51
H.W:- Remaining questions from Exercise 1 P#51

Week:8
Day:-1
Topic :- Division
Revise the division topic.
H.W:- Assessment of division.

week 8
Day 2
Assessment

Week :- 8
Day :- 3
Topic :- Adding fraction. (with same denominator)

Fallow the procedure given on
P # 0016

C.W :- Question # 1 from Exercise 1 P # 52
H.W :- Remaining questions from Exercise 1 P # 52.

Week :- 8
Day :- 4
Topic :- Adding fraction (with same denominator)

Follow the same procedure as used in previous day.

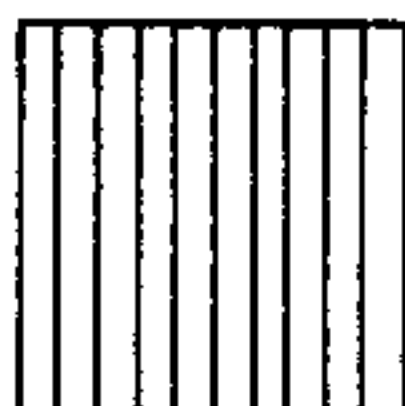
C.W :- Question 2 from Exercise 1 p # 52.

Week :- 8
Day :- 5
Do the practise of ~~P#52~~ P#52
Note :- Do the remaining questions from p # 52.
H.W :- Assessment of p # 52

14

Week :- 8
Day :- 6 Assessment.

## Thinking about decimals

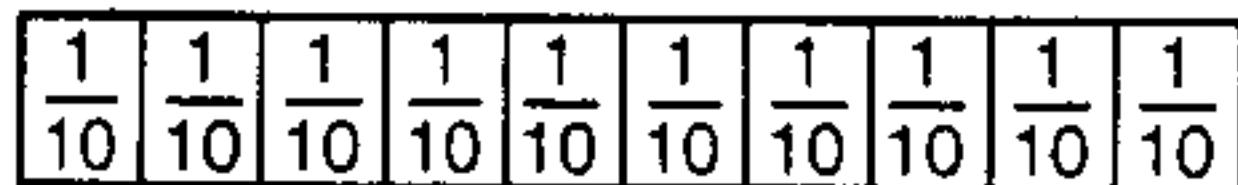
Ex- **A** In your notebook, draw 10 squares just like this:

Make sure each square is divided into **10 equal strips**

Now colour the part of the square indicated, and write the fraction and the decimal: (Use a new square for each)

★  $\frac{2}{10}$ = **0.2**

1. 0.4
2. one tenth
3. $\frac{9}{10}$
4. eight tenths
5. 0.1

We already know that when we divide a whole number or a set into 10 equal parts, each of those parts is called a **tenth** and is written $\frac{1}{10}$:

| $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ |
|---|---|---|---|---|---|---|---|---|---|

But there is another way in which we can write the fraction $\frac{1}{10}$.

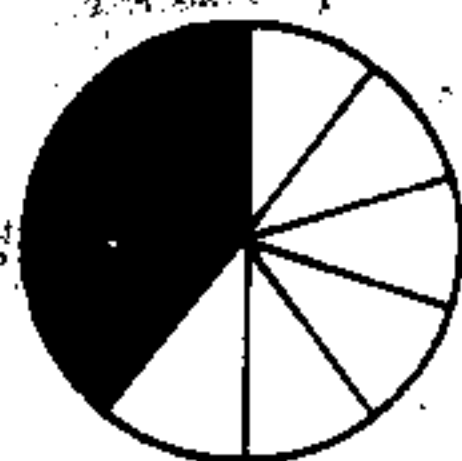
This is called the **decimal** way.

In it, the fraction $\frac{1}{10}$ is written 0.1

Look at this point: 0.1

We call it the **decimal point**.

It separates a whole number from a fractional number.

Now look at this shape:

The coloured part of the shape is $\frac{4}{10}$. In decimals, we write it as **0.4**

**We say: zero point four**

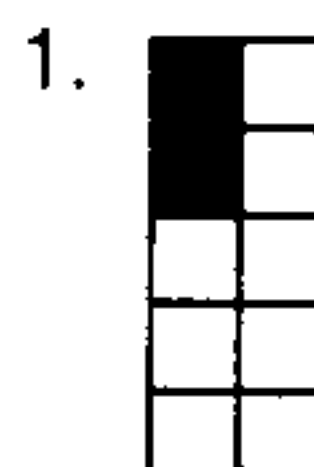
**B** Write the coloured part of the shape as a **fraction** and as a **decimal**:

★ $\frac{6}{10}$ ; **0.6**

1.

2.

3.

4.

**C** Write these fractions as **decimals**:

★ $\frac{7}{10}$ **0.7**

1. $\frac{2}{10}$
2. $\frac{5}{10}$
3. $\frac{8}{10}$
4. $\frac{3}{10}$
5. $\frac{9}{10}$
6. $\frac{4}{10}$

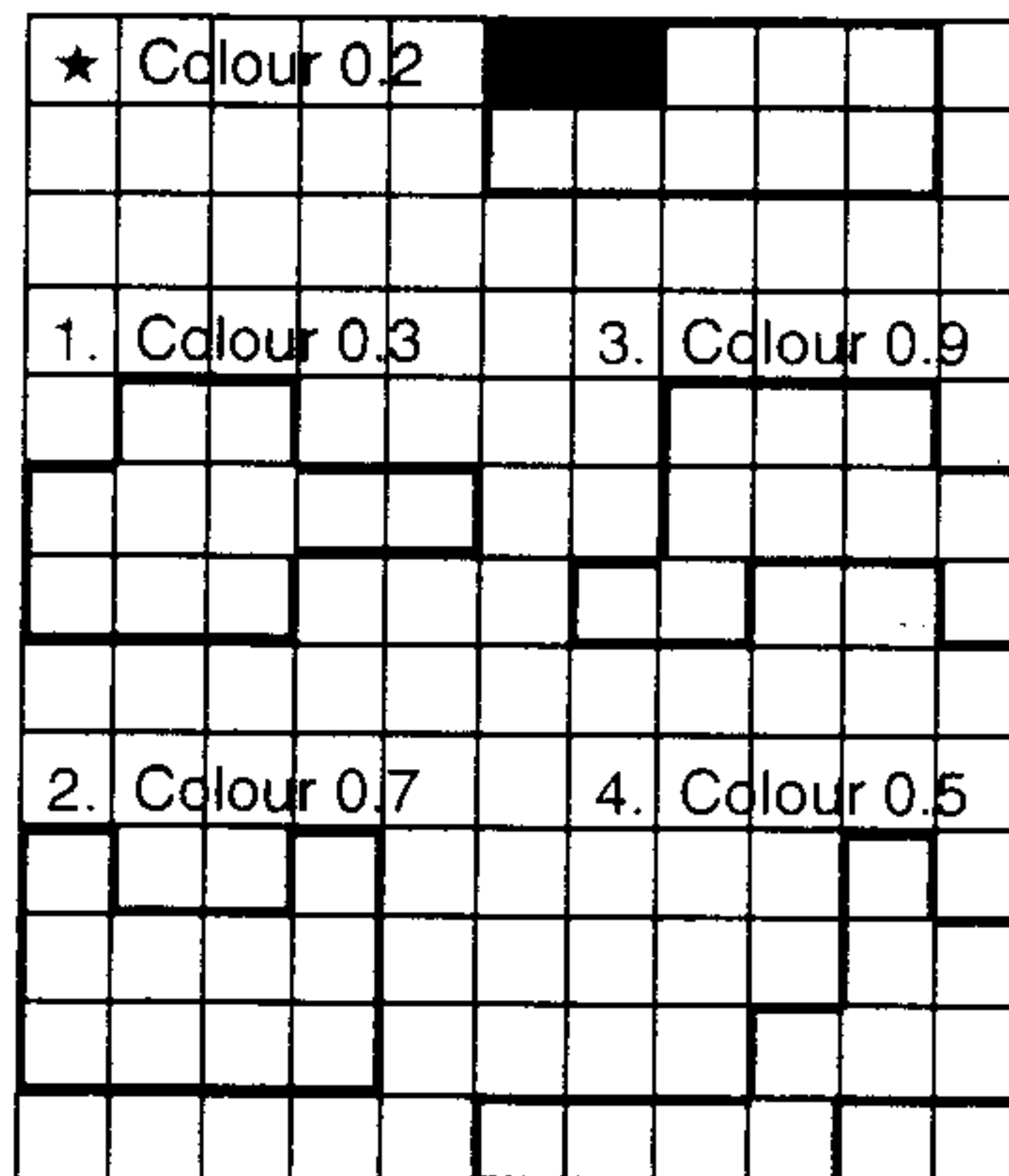
**D** Copy the shapes below on squared paper, then colour as required:

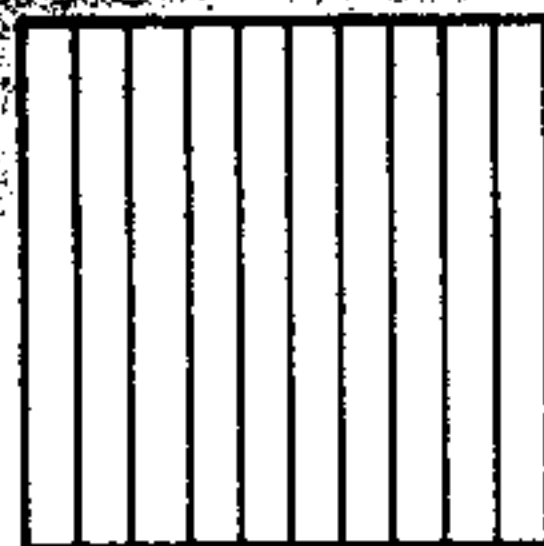
★ Colour 0.2

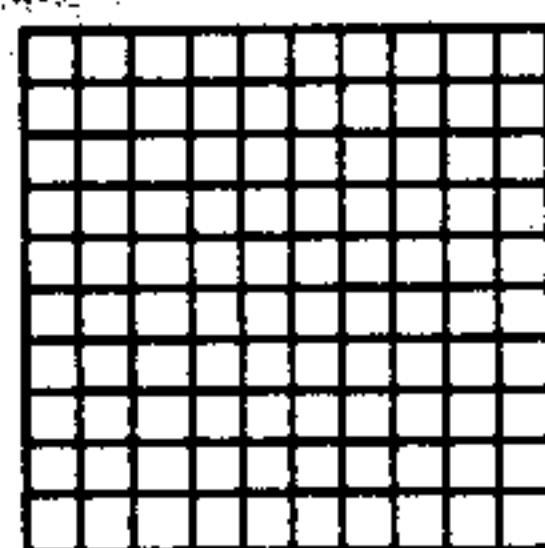
1. Colour 0.3

3. Colour 0.9

2. Colour 0.7

4. Colour 0.5

# Decimals: tenths and hundredths

[illegible] we divide a square into [illegible]

...we call each part 'one tenth' and write $\frac{1}{10}$ or **0.1** (zero point one).

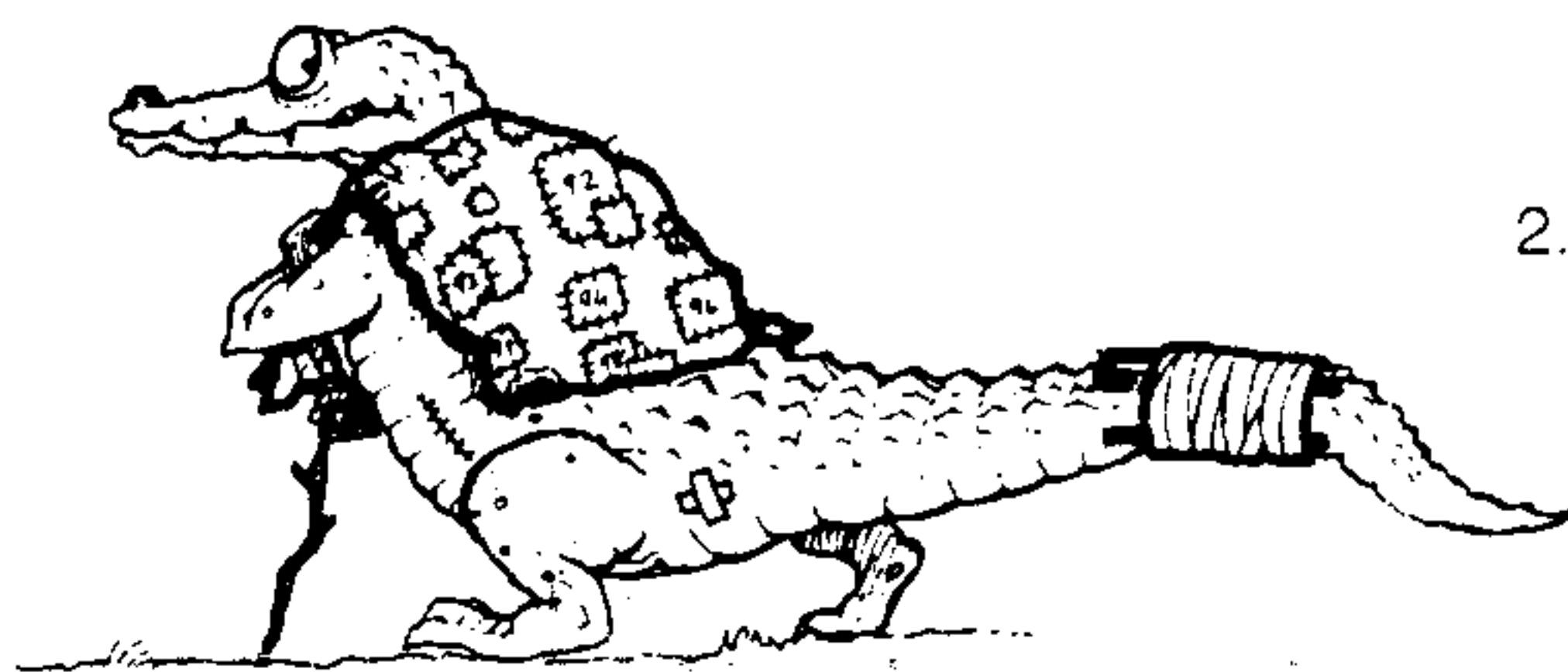
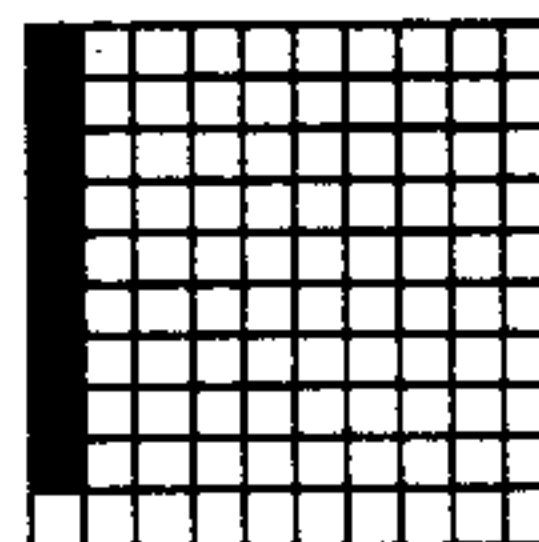
What happens when we divide our square into **one hundred equal parts**?

We call each part 'one hundredth'.

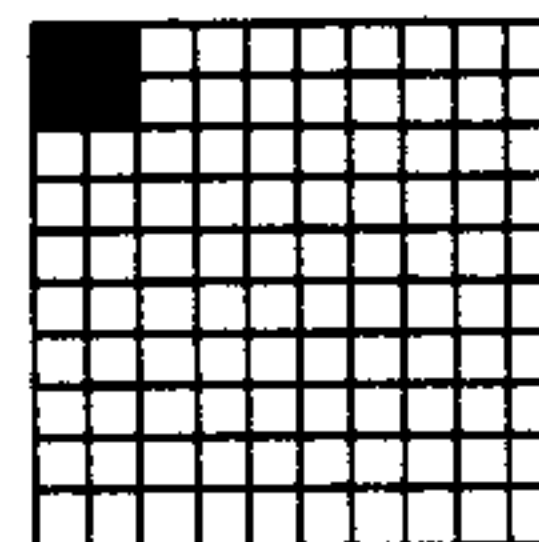
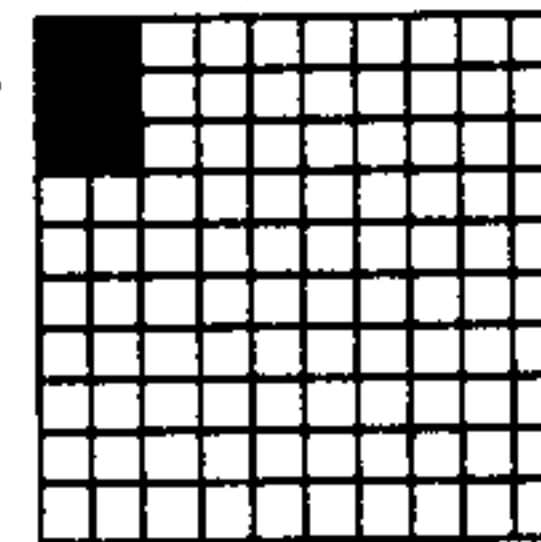
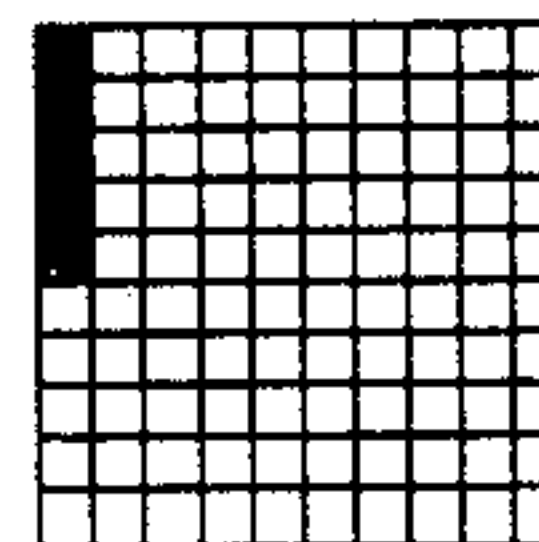
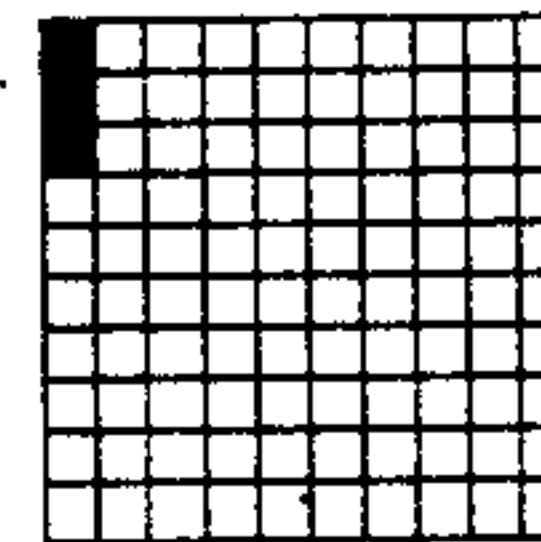
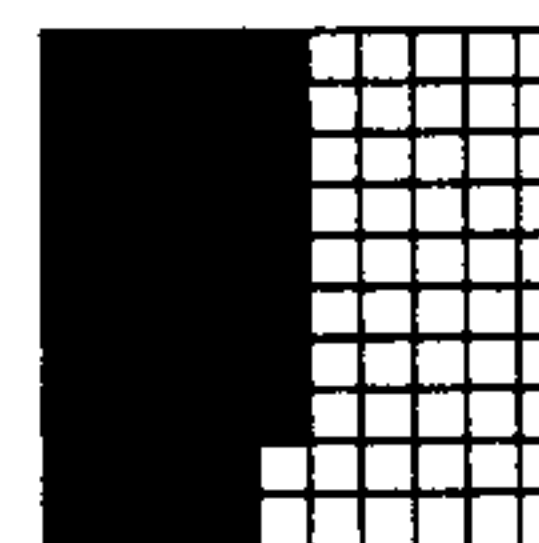
We write $\frac{1}{100}$, or **0.01** (zero point zero one).

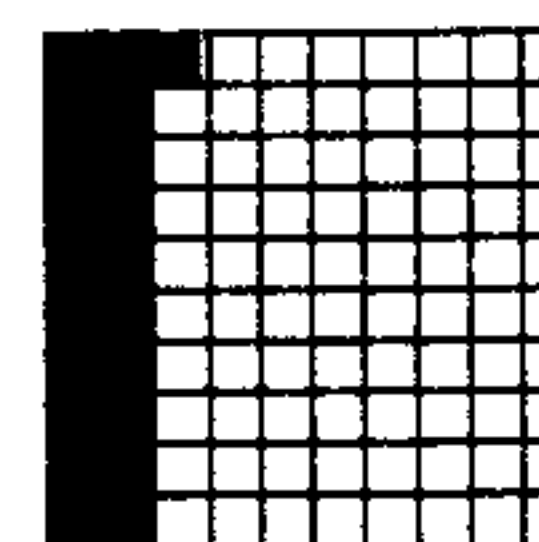
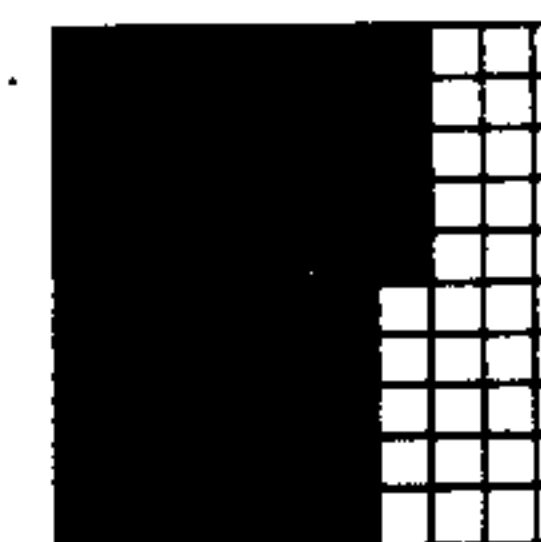
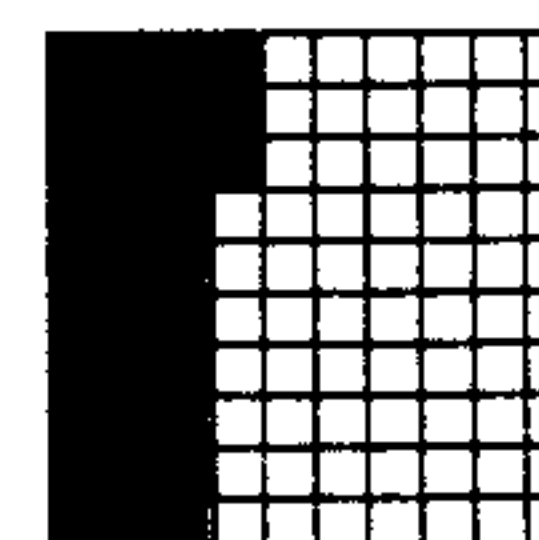
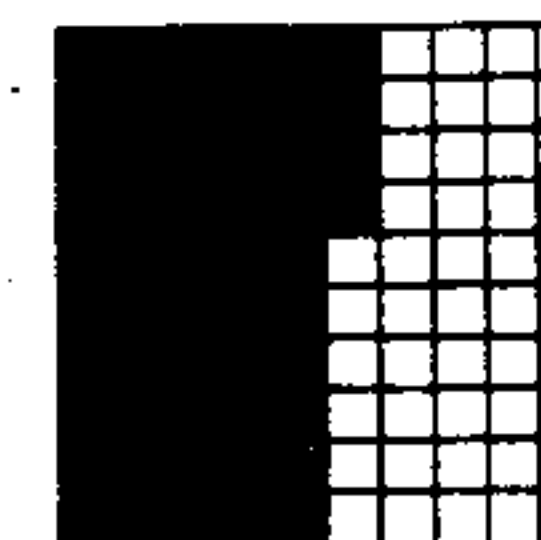
Now look at the place-value table:

We have added another column, **hundredths**, or '**h**', to the right of the tenths ('t') column:

| | H | T | U | . | t | h |
|---|---|---|---|---|---|---|
| $\frac{1}{10}$ = | | | 0 | . | 1 | |
| $\frac{1}{100}$ = | | | 0 | . | 0 | 1 |

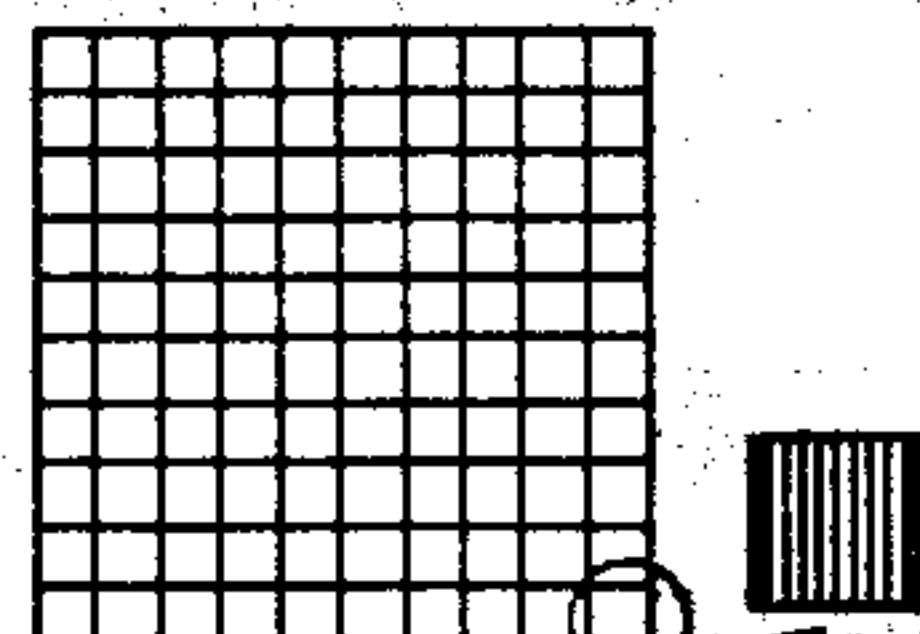
As before, we remember to add our decimal point between U and t, to separate the whole number from the decimal part.

**A** Show the coloured part of these squares as a **fraction** and as a **decimal**:

★  $\frac{9}{100}$ = 0.09

1. 

3. 

2. 

4. 

**B** Now write the coloured part of these squares as a fraction and as a decimal:

★  $\frac{48}{100}$ = 0.48

1. 

3. 

2. 

4.

## Decimals: tenths, hundredths and thousandths

[illegible] divide our square [illegible] we call each part 'one [illegible] $\frac{1}{100}$ or 0.01 (zero point zero one)

Suppose we divide our square into 1,000 equal parts?

We can do this by taking each one hundredth square and dividing it into tenths:

If we do this to each small square, we shall have divided our big square into 1,000 equal parts (100 x 10 = 1000).

We call each part 'one thousandth', and write this as $\frac{1}{1000}$ or 0.001 (zero point zero zero one)

Let's now look at our place-value table. We need to add another column, thousandths, or 'th', to the right of the hundredths ('h') column:

| | H | T | U | . | t | h | th |
|---|---|---|---|---|---|---|---|
| $\frac{1}{10}$ | | | 0 | . | 1 | | |
| $\frac{1}{100}$ | | | 0 | . | 0 | 1 | |
| $\frac{1}{1000}$ | | | 0 | . | 0 | 0 | 1 |

Look at this number in the place-value table:

| H | T | U | . | t | h | th |
|---|---|---|---|---|---|---|
| 4 | 6 | 5 | . | 8 | 9 | 3 |

**We read this as four hundred and sixty five point eight nine three.**

4 is in the hundreds place
6 is in the tens place
5 is in the units place
8 is in the tenths place
9 is in the hundredths place
3 is in the thousandths place

**A** Look at this numbers, then write the place of the ringed digit.

★ 48.5(9)2 — 9 hundredths

1. 16.14(1)
2. 90.(0)25
3. 38.9(0)2
4. 2(5).501
5. 81.1(1)7
6. 96.70(2)
7. (1)4.091
8. 1(9)0.391
9. 284.0(2)8
10. 157.46(0)
11. (3)92.159
12. 872.64(7)
13. 629.0(4)3
14. 11(8).125

# Multiplication: some new words

Each part of a multiplication sum has a special name in maths:

| | | |
|---|---|---|
| | 243 | multiplicand |
| x | 46 | multiplier |
| | 1,458 | (243 x 6) |
| | 9,720 | (243 x 40) |
| | 11,178 | product |

**'Multiplicand'** means the number or quantity to be multiplied.

**'Multiplier'** means the quantity by which the multiplicand is to be multiplied.

**'Product'** simply means the end result of the multiplication.

**A** Copy and complete these sums, then label them:

| | | |
|---|---|---|
| ★ | 462 | multiplicand |
| x | 75 | multiplier |
| | 2,310 | |
| | 32,340 | |
| | 34,650 | product |

1. 619 x 77
2. 874 x 66
3. 598 x 83
4. 385 x 47
5. 964 x 79

**B** Write sums to match these words. Then solve them:

★ multiplier 62, multiplicand 416

| | |
|---|---|
| | 416 |
| x | 62 |
| | 25,792 |

1. Multiplicand 82, multiplier 16
2. Multiplicand 176, multiplier 10
3. Multiplicand 395, multiplier 72
4. Multiplier 27, multiplicand 408
5. Multiplicand 848, multiplier 48

**C** Write these in vertical form, complete them, then label their parts:

1. 995 x 32
2. 648 x 52
3. 739 x 69
4. 841 x 70
5. 139 x 99

**D** Solve these sums in your head. Then join them to the correct product:

1. 120 x 40
2. 36 x 500
3. 115 x 200
4. 81 x 60
5. 500 x 500
6. 42 x 30
7. 15 x 70
8. 430 x 50
9. 111 x 80
10. 27 x 300

Products

1,260 · 4,800 · 18,000 · 4,860 · 23,000 · 2,50,000 · 21,500 · 1,050 · 81,000 · 8,880

## Divisors with 2 digits

We have already done some division sums which have 2-digit divisors:

★ $562 \div 18 = 31 \text{ r } 4$
$116 \div 30 = 3 \text{ r } 26$

Let's now learn how to divide with other 2-digit divisors:

> Our example: **$703 \div 54$**
>
> **First**, we look at the hundreds:
>
> 54 ) 703
>
> We find that 7 is less than the divisor, 54.
>
> So we put 7 together with the digit in the tens:
>
> 54 ) 703
>
> $70 > 54$, so we can divide:
> $70 \div 54 = 1 \text{ r } 16$
>
> ```
>       1
> 54 ) 703
>      54
>      --
>      16
> ```
>
> **Next**, we join our remainder of 16 tens to the units column, and divide: $163 \div 54 = ?$
>
> ```
>       1
> 54 ) 703
>      54↓
>      ---
>      163
> ```
>
> How many 54s in 163?
>
> We first guess that there may be four, and multiply to find out: $54 \times 4 = 216$.
>
> Too many! $216 > 163$.
>
> We guess again, this time that there are three: $54 \times 3 = 162$; $162 < 163$, so our guess is correct.
>
> Now, we complete our sum:
>
> ```
>      13 r 1
> 54 ) 703
>      54
>      ---
>      163
>      162
>      ---
>        1
> ```
>
> **Answer:**
> **$703 \div 54 = 13 \text{ r } 1$**

**A** Copy and complete, working very carefully:

1. 48 ) 542
2. 23 ) 605
3. 34 ) 493
4. 56 ) 628
5. 41 ) 538

**B** Write these in long division form and complete:

1. $621 \div 36$
2. $718 \div 42$
3. $956 \div 83$
4. $792 \div 23$
5. $888 \div 11$

**C** Write the sums in long division form and complete:

1. Dividend 385, divisor 24
2. Divisor 57, dividend 640
3. Divisor 62, dividend 719
4. Dividend 700, divisor 37
5. Divisor 91, dividend 938

## Dividends with 4 digits

It's easy to work with 4-digit dividends, provided that we carry out our division steps carefully. Look at this example:

**Our example: 6914 ÷ 34**

**First,** we look at the thousands: $34\overline{)6914}$

6 < 34, so we put the 6 thousands together with the 9 hundreds: $34\overline{)6914}$

69 > 34, so we can divide:
69 ÷ 34 = 2 r 1

$$\begin{array}{r} 2\phantom{14} \\ 34\overline{)6914} \\ 68\phantom{14} \\ \hline 1\phantom{14} \end{array}$$

**Next,** we join our remainder of 1 hundred to the tens column:
11 < 34, so we write 0 in the tens column of the quotient.

$$\begin{array}{r} 20\phantom{4} \\ 34\overline{)6914} \\ 68\phantom{14} \\ \hline 11\phantom{4} \end{array}$$

**Next,** we join our remainder of 11 tens to the units column:

$$\begin{array}{r} 20\phantom{4} \\ 34\overline{)6914} \\ 68\phantom{14} \\ \hline 114 \end{array}$$

114 > 34, so we can divide:
114 ÷ 34 = ?
(34 x 3 = 102)

We complete our sum:

$$\begin{array}{r} 203 \text{ r } 12 \\ 34\overline{)6914} \\ 68\phantom{14} \\ \hline 114 \\ 102 \\ \hline 12 \end{array}$$

**Answer: 6914 ÷ 34 = 203 r 12**

**A** Copy and complete, working very carefully:

1. $28\overline{)4024}$
2. $31\overline{)6485}$
3. $25\overline{)4827}$
4. $43\overline{)5629}$
5. $62\overline{)9858}$
6. $24\overline{)8914}$
7. $37\overline{)9565}$
8. $19\overline{)6482}$
9. $27\overline{)7426}$
10. $52\overline{)6032}$

**B** Write in long division form and complete:

1. 4618 ÷ 29
2. 3047 ÷ 53
3. 6593 ÷ 72
4. 5000 ÷ 39
5. 8120 ÷ 91
6. 3024 ÷ 45
7. 7462 ÷ 57
8. 1094 ÷ 32
9. 2561 ÷ 17
10. 5803 ÷ 64

Week:- 8
Day:- 3

**Activity:** Addition / written work

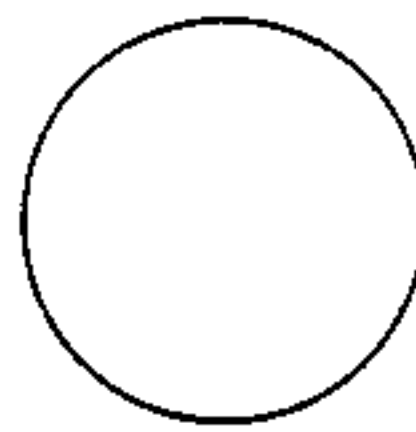
**Material:** Cutouts of different shapes, glaze papers of different colors, worksheets, pencils.

**Procedure:**

**Warm up questions:**

- 2+3=?
- 1+2=?
- 4+4=?
- 3+3=?
- 2+5=?
- 1+4=?
- 2+7=?
- 1+1=?

**Activity:**

- Paste a round shape on the board and explain full shape is called a whole.

- Paste a 2/5 of a red colored glaze paper in it and say I paste 2/5 in it and write 2/5

- Now paste 1/5 of a yellow colored glaze paper and say paste 1/5 in it and write 1/5

- Let's count the colored portions =2/5+1/5= 3/5

**Explanation:** When fractions have the same denominators (bottom) all you have to do is add the numerators (top), and keep the same denominator.

Explain some more examples with different shapes and different colored glaze papers.